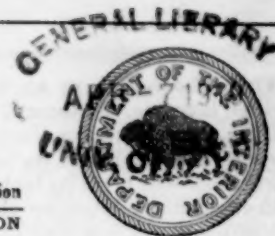




SCHOOL LIFE

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No. 6

ALABAMA SCHOOL SURVEY UNDER WAY.

State's Educational System Studied by Bureau of Education at Request of State Authorities—Eleventh State to Be Aided in This Way.

On invitation of the Alabama Education Commission recently created by the Alabama Legislature, the Bureau of Education has begun a survey of the educational system of the State of Alabama. Representatives of the bureau met with members of the commission and others at Montgomery, March 11.

Alabama is the eleventh State to have a survey in whole or in part of its educational system by the Federal Government, the others being Iowa, Washington, Wyoming, North Dakota, Arizona, Colorado, Nevada, Tennessee, Delaware, and South Dakota. Alabama is the fourth State to have a complete State-wide survey under Government auspices, Wyoming, Arizona, and South Dakota having preceded her. Reports of all the previous surveys have been published by the Government, except those of Tennessee and Delaware, which are not yet complete, and it is believed the Bureau of Education will similarly print a report of its findings in Alabama.

Action of the Alabama Legislature.

On January 24 the Alabama Legislature passed the following act providing for the survey:

1. That the governor shall appoint a commission of five persons, all of whom shall serve without compensation, to make a study of the public educational system of Alabama, including all schools and educational institutions supported in whole or in part from public funds, to determine the efficiency of the same and to report its findings with recommendations for increased efficiency and economy to the governor on or before July 1, 1919.
2. That the said commission is empowered to employ expert assistance in the several fields of public education in which the State is engaged and shall supply such clerical help and equipment as shall be necessary.
3. That the said commission and its employees shall have free access to all public records. All public school and educational institutions, teachers, instructors, faculties, officers, and employees shall furnish all information and assistance in their power in making such a study as is contemplated under this act. The members of

(Continued on page 14.)

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PHYSICAL EDUCATION FOR ALL CHILDREN.

California Law Now in Active Operation—What the Movement Means.

Teaching the teachers and physical training directors how to carry out a complete State program of physical education is the most important task so far attempted under the new California physical education law, prescribing physical education for every boy and girl in every school in the State, according to the first report of the State supervisor of physical education, just issued.



The new law went into effect January 1, 1918, and the supervisor assumed his duties January 16 last year. The report now out reviews the agitation which led up to the new law and the measures taken during the first year to carry it into effect. The law provides:

1. That boards of education and high-school boards shall prescribe courses of physical education in accordance with aims which are stated in the law.
2. That the superintendents of schools, boards of education, boards of school trustees and high-school boards shall enforce the courses of physical education thus prescribed.
3. That all pupils enrolled in the elementary schools who are not excused, shall attend such courses during periods which shall average 20 minutes in each school day, and that all high-school pupils who are not excused shall attend such course for at least two hours each week.
4. That when the number of pupils in any city, county or school district is sufficient, such city, or county, or district shall employ a competent supervisor and such special teachers of physical education as may be necessary.

The New Demand for Physical Education.

Reviewing the demand for physical education, Dr. Clark W. Hetherington, supervisor of physical education, says:

This is a new demand. The causes of the past neglect will illuminate this new demand.



ARMY AND NAVY
YOUNG MEN'S CHRISTIAN ASSOCIATION
"WITH THE COLORS"

David Baird camp Sheridan
Nov 20 1918

Dear Teacher
I will write you a few lines
To let you know we go to
school here in camp we
go to school at the y m c a
but to learn to read
and write I can write a
letter home I can read a letter
from home I think the y m c a
is a wonderful fine place
for us boys at couldn't read
and write

yours respectfully.

David Baird

Letter from a soldier who learned to write in the camp school.

all high-school pupils who are not excused shall attend such course for at least two hours each week.

4. That when the number of pupils in any city, county or school district is sufficient, such city, or county, or district shall employ a competent supervisor and such special teachers of physical education as may be necessary.

First. The school, as an institution, developed to teach the written language, the three R's, and the cultural content of books. All the rest of education, including physical education, was left to the natural discipline of the home and the community. The book curriculum still holds its traditional sway, though the "practical" and vocational activities are about to change the balance. Physical education is still in a difficult position. The theory of it has been neglected by schools of education. The school man has not thought of it as his problem. He does not understand it.

Second. Public opinion has not gained strength to command an efficient organization of physical education, because only within a few years have we come as a Nation out of the dominating influences of pioneer life. In the youth and the traditions of the generation which until recently controlled public opinion, life was more generally in the open, more strenuous, varied and exciting. Children had a natural, outdoor life which stimulated play and they entered directly into the simple multitudinous activities of the home and the community and they imitated these activities in dramatic play. Adult recreative customs were closely knit into the domestic, industrial and social life and children entered into these activities. Hence, there has been no general consciousness of the need for an institutionally organized play or physical education.

Third. American Puritanism, with its fear of pleasure and play, established prejudices which fostered the neglect of physical education. American children have suffered from the common idea that play was synonymous with fooling or activity that was not worth while. Closely associated with those feelings are the subtle survivals of medieval asceticism with its contempt for the physical, and medieval scholasticism with its exaltation of the intellect. These have many ramifications of attitude and feeling in educational and cultural thought, especially in our universities, and have fostered the neglect of the "physical" side of education.

Fourth. As traditional educational thought and research have been directed to the intellectual side of education and its psychological foundations, and the corresponding philosophy of physical education and its physiological functions have been neglected by the schools of education, school officials have been left without criteria for judging the functions or values of physical education and have tolerated in many cities cheap adaptations of gymnastic systems which grew in foreign soil, and which had no relationship to American life or ideals and which were as barren of results in developing efficient American citizens as they were in intelligible purpose. This common procedure has not inspired enthusiasm.

STATES MAKING DRIVE ON ILLITERACY.

Alabama Launches Movement for Special Agents in Each County—Louisiana Plans Teachers of Adults for Summer Months—Notable Record of Work With Illiterates Revealed in Draft.

That a number of the States are resolved to make every effort to eliminate illiteracy before the 1920 census is taken, one year hence, is indicated by recent reports to the Bureau of Education.

Alabama, State Supt. Dowell announces, is launching a movement for the employment of a special agent for the removal of illiteracy in the individual counties; two counties having already begun this work.

In Louisiana State Supt. Harris is advising the school officials of a score or more of parishes where adult illiteracy is great to supply special teachers for the summer months and require them to organize classes among the adult illiterates at convenient hours during the day and evening, with a view to teaching them to read, write, and "cipher."

State Supt. Harris expects no startling results. "We need not attempt to fool ourselves into believing that the job is an easy one," he says, "it is anything but easy. It is very difficult to impress the adult illiterates with the importance of instruction and secure their cooperation. This is true even when skillful, tactful teachers are employed. We expect to do the best we can, and I feel sure that we shall reach several hundred of these people during the summer."

Alabama's Illiteracy War Task.

Alabama's plan will be carried out through the Alabama Illiteracy Commission, which has to its credit a remarkable piece of war work for the elimination of illiteracy among drafted men. Between April 1 and October 1, 1918, 8,135 soldier illiterates were re-

ported, and 3,636, or 45 per cent of them, were taught. The following is a table by counties:

County.	Number of illiterates reported by county manager.	Number of illiterates taught.	Percentage taught.
Barbour.....	104	70	67.3
Bibb.....	6	6	100
Bullock.....	34	10	29.4
Butler.....	198	90	45.4
Calhoun.....	315	75	23.8
Chambers.....	175	102	58
Cherokee.....	180	140	77.7
Clarke.....	120	18	15
Clay.....	119	106	89
Cleburne.....	100	30	30
Coffee.....	400	69	17.4
Colbert.....	150	100	66.6
Conecuh.....	82	72	87.8
Cossa.....	47	15	31.9
Covington.....	384	106	27.6
Crenshaw.....	172	135	78.4
Cullman.....	235	102	43.4
Dale.....	59	47	79.6
De Kalb.....	200	26	13
Etowah.....	400	153	38
Fayette.....	170	12	7
Franklin.....	78	40	51
Geneva.....	100	25	25
Hale.....	69	10	14.5
Henry.....	473	431	91
Houston.....	250	150	60
Jackson.....	550	160	29
Jefferson.....	225	108	48
Lamar.....	60	30	50
Lauderdale.....	200	133	66.5
Lee.....	235	100	42.5
Limestone.....	276	18	6.5
Madison.....	252	115	45.6
Marion.....	222	17	8
Marshall.....	207	103	50
Mobile.....	126	80	63.5
Morgan.....	260	160	61.5
Pickens.....	130	14	11
Pike.....	105	78	74.2
Randolph.....	66	20	30.3
Russell.....	38	10	26
Shelby.....	187	15	8
St. Clair.....	106	101	95
Tuscaloosa.....	210	75	36
Walker.....	300	40	13.3
Washington.....	53	27	51
Wilcox.....	31	4	13
Total.....	8,135	3,636	45

Summary.

Total number illiterates, 21 to 31, as reported.....	8,135
Total number illiterates, 21 to 31, reported as taught.....	3,636
Percentage of those reported taught..	45
Number counties reporting teaching done.....	47
Number counties reporting no white illiterates.....	5

History of the Movement in Alabama.

The development of the movement is thus described by State Supt. Dowell in his special report just issued:

In February, 1918, a special-emergency war call was sent out by State Supt. Dowell, secretary of the Illiteracy Commission. In each county of the State a central committee, with authority to make the county plan and choose local workers, was appointed with the following representative citizens as members: The judge of probate, the county superintendent of education, the superintendent of city schools of the county site, a member of the Federation of Women's Clubs, the president of the County Medical Association, the president of the County School Improvement Association, and the county high school principal. The plan suggested to each county central committee provided for certain subcommittees which were to perform such duties as giving publicity to the campaign, obtaining an accurate list of the illiterate registrants, providing teachers, etc. The work was to be done during the months of March and April.

THE SUMMER CAMPAIGN.

It soon became apparent that if a considerable amount of good was to result, the county leaders must be given a clearer understanding of the campaign and a greater enthusiasm for the work; that this could not be accomplished through written communications; and that personal contact must be secured by the employment of additional field agents. Mr. H. G. Dowling, who had conducted a summer campaign for the removal of illiteracy in Shelby County, and who had taught illiterate soldiers while in camp, was employed by the Illiteracy Com-

mission. Under the direction of the Illiteracy Commission and with the cooperation of the Advisory War Council of the Alabama Educational Association, Mr. Dowling made an attempt to discover and to develop public sentiment with reference to the teaching of illiterate selectmen by presenting the matter to various rotary clubs, chambers of commerce, and other business and social organizations throughout the State. The response of these business men was most gratifying, and without exception they pledged their active support.

Since the work of the Illiteracy Commission depends for financial support entirely upon popular subscription, and since the treasury was practically empty, it became necessary to find some way to secure the funds necessary for putting into the field a sufficient number of organizers to get the campaign under way properly. Realizing that this work was a distinct war measure, a joint committee of the Advisory War Council and of the Alabama Illiteracy Commission made application to the State Council of Defense for financial aid. Chairman Lloyd M. Hooper, of the Council of Defense, was found to be in hearty sympathy with the antiilliteracy effort as a war measure, and an appropriation sufficient to cover the traveling expenses of 10 regional organizers was guaranteed.

Gov. Henderson was formally requested by the federation officially to designate an illiteracy day. Accordingly June 22 was named and a suitable proclamation issued.

Immediately after its decision to render financial aid in the campaign, the State Council of Defense brought the weight of its influence to bear in support of the illiteracy work, through publicity in the newspapers and in the Defense Record, through personal appeals to leaders in the various counties, and through the activities of the county Councils of Defense. In this way access was had to the registration blanks of draftmen in possession of the local boards and in many counties "schools of instruction" for draftmen were called for the primary purpose of arranging for the teaching of the illiterates.

The plan of the county organization was enlarged by adding to the central committee the county chairman of the Council of Defense, and, through the courtesy of the department of agriculture at Auburn, the county farm and home demonstration agents also served. The chief duty of this committee, as before, was the designation of a county manager and the organization for practical work in such a way as to insure success.

PLANS USED.

The plans suggested were easily adaptable to local conditions, and whatever plan was used was successful when prosecuted by the right county manager. To the county managers and to the faithful teachers tribute is due for their patriotic service, which was in reality a labor of love.

In Conecuh and Henry Counties the individual plan was used with marked success. In Henry and Chambers Counties every man who registered as illiterate was interviewed personally, and detailed information concerning him was carefully tabulated and followed up. The work was done on the "one in the hill" plan, and when one instructor failed to get the illiterate man to work another was at once put on the trail. A regional organizer wrote, "If you have the blues over the work and want to get an inspiration, just pack your kit for Chambers

REQUIREMENTS FOR A SUCCESSFUL COLLEGE OF ARTS AND SCIENCES.

Annual Income of at Least \$40,000, Says Committee — Minimum Endowment \$250,000—Faculty of at Least Fifteen.

What constitutes a successful college of arts and sciences? A committee of repre-

County and get Barnett and McGehee to show you what they are doing. At one country school nine men were at work two hours every afternoon under the able direction of Miss Annie Sargent. Three weeks ago those men could neither read nor write a word. I wish you could hear them now and see their work."

Jefferson County had night classes with paid teachers, while Madison County had afternoon classes with volunteer teachers. In Crenshaw County, schools were regularly organized in various school districts. It is worthy of note that every man entering school learned to read and write.

TYPICAL SUCCESSES.

The report of the work in Covington County is typical. Letters were mailed to school trustees, ministers, and teachers, all of whom responded to the call for a general rally at the county seat, where the plan of campaign was worked out in detail. After the address of each illiterate draftman had been placed on a special card, it was turned over to a specially selected local representative who was to get in close personal touch with him. Simultaneously, meetings were held throughout the county to acquaint the people with the work and secure their cooperation. A hearty response was found everywhere, teachers were selected and the work begun. Among the agencies that were especially enthusiastic in their cooperation were the county board of education, the local draft board, churches and ministers, women's clubs, and many patriotic individuals. The campaign reached its climax in a most unique educational gathering at the court house in Andalusia, at which were present more than 150 of the illiterate registrants. In addition to patriotic music and addresses, several of the men who had been studying showed specimens of their work and in a pathetic way expressed their gratitude to those who had made their progress possible. Letters from once unlettered men were exhibited and all present were touched. A most interesting incident was the story of Slaughter Helms, a 14-year-old seventh-grade schoolboy, who told of his work in teaching two of the men. He was enthusiastically applauded.

Little Minnie Belle Diamond also told of her happiness in teaching "big brother" who, forced by necessity to forego education for himself, was seeing to it that his sister was kept in school. Many other touching incidents were related during the progress of the meeting. The interest was intense throughout, and all present were deeply touched by the spectacle of this group of young men, physically fit but totally unlettered. In the face of such genuine interest it was not surprising that the unlettered men present gladly agreed to be taught, and that the work went steadily forward with good results.

sentatives of associations of the institutions themselves recently attempted to answer this question, and their report has been published by the Bureau of Education as Bulletin 1918, No. 30, under the title "Resources and Standards of Colleges of Arts and Sciences."

As set forth by the committee the suggested requirements for a successful college of arts and sciences are as follows:

I. A college of arts and sciences should have an annual income of at least \$40,000. At least three-fifths of an income as small as \$40,000 should be expended for salaries for teaching and administration. Exception is made of certain denominational institutions whose teaching staffs work without salaries.

II. A study of conditions at numerous substantial institutions indicates that college work of standard grade costs somewhere in the neighborhood of \$200 a year per student. The minimum productive endowment for a college of arts and sciences should be \$250,000. It is noted, however, that with advancing standards and prices this amount should be rapidly increased; probably twice as much will be needed in the near future to give an institution the assurance of stability. Institutions should strive to bring their endowment to the point where it will yield at least half of the money needed for annual expenses.

At Least Eleven Departments.

III. A college of arts and sciences should have as many as 11 departments, in each of which at least one teacher devotes his whole time to collegiate instruction. Some of the larger departments will require more than one instructor. The following departments are suggested: English; modern languages (or French or German or Spanish) other than English; ancient languages; history; philosophy and psychology; economic, political, and social sciences; mathematics; physics; chemistry; biology (or zoology and botany); geology; and geography. In addition it seems desirable, wherever possible, to separate the departments of Romance and Germanic languages, and some of the other groups might well be divided, especially in the larger colleges.

IV. A college of arts and sciences should have a faculty of at least 15 members devoting full time to college work.

V. If a college of arts and sciences maintains an academy or preparatory department this department should be "distinct in students, faculty, and discipline." Exception may be made, as noted above, of certain denominational institutions whose traditions and policy require the inclusion of secondary education with collegiate education under the same institutional control. In such cases the preparatory department should be administratively separated from the college department.

Graduate Study Necessary.

VI. Members of the faculty of a college of arts and sciences should have pursued graduate study in addition to the bachelor's degree. At least one-fourth of the faculty should hold the degree of doctor of philosophy or degrees representing equivalent scholarly attainments bestowed by reputable graduate schools. At least three-fourths of the faculty should have secured the master's degree in course at a reputable graduate school.

VII. Fifteen hours of teaching a week should be regarded as the maximum program of a college teacher.

VIII. Fifteen or sixteen credit hours a week for each student for 36 weeks a year for four years should be regarded as the normal program of work for students.

IX. While heretofore 14 units of secondary work has been regarded as the acceptable minimum for admission to college, and at the time of the issuance of this inquiry represented the standard set by most standardizing agencies, there is now a general tendency to raise this requirement to 15 units. A college of arts and sciences should require 15 units for unconditional admission. In judging the reports of colleges appearing in this study, however, the prevailing standard of 1915 should be taken into account.

X. The maximum number of conditions allowed should not exceed two.

XI. The average salary for assistant professors in 25 colleges of unquestioned standing, in Table 1, is \$1,369. The average salary of professors at the same group of institutions is \$2,174. Conditions of living differ, and an absolute standard can not justly be set up. Colleges should plan to make their salary schedules approximate at least the foregoing averages.

XII. Recitation or quiz sections should not contain more than from 20 to 30 students. Fifteen or sixteen students should be the limit in laboratory sections.

XIII. At least \$1,000 a year should be expended for the purchase of new books and periodicals for the library. Probably two or three times this figure would be needed to keep the library in a sound condition. A similar sum should be appropriated annually for the purchase of new equipment and apparatus for scientific laboratories.

Members of the Committee.

The committee consisted of representatives of the principal organizations dealing with higher education, as follows: Prof. Walter Ballou Jacobs, New England Association of Colleges and Secondary Schools; Commissioner John H. Finley, Association of Colleges and Preparatory Schools of the Middle States and Maryland; Prof. Bert E. Young, Association of Colleges and Secondary Schools of the Southern States; Prof. H. A. Hollister, North Central Association of

NEWARK HIGH-SCHOOL TEACHERS' CAMPAIGN FOR HIGHER SALARIES.

Ask That at Least \$700 Be Added to Maximum Salary—Immediate Bonus of \$50 Monthly Sought.

Pointing out that high-school teachers' salaries are so low that the men have extreme difficulty in meeting expenses, and that practically all of them are obliged to earn extra money out of school hours to supplement their salaries, the Newark High School Men's Association have directed an appeal to the board of education for an addition of at least \$700 to the maximum salary of all high-school teachers and principals, and an immediate bonus of \$50 a month to all teachers.

Reasons for the Appeal.

In their appeal the teachers make the following statement:

"The teachers in the high schools of Newark respectfully request a substantial and generous increase in the salary schedule for these reasons:

"(1) The staggering increase in the cost of living has more than cut our salary in half, as measured by the purchasing power of the dollar.

"(2) The present schedule is not adequate to enable us to maintain in the community the position expected of us.

"(3) Practically all of the men have families, and in addition contribute to the support of other dependents; we have extreme difficulty, consequently, in meeting ever-growing expenses.

"(4) Practically all of us are obliged to do work outside of school to meet expenses, although such work is detrimental to our health and to the best interests of the school system.

"(5) The compensation given by the present schedule is not commensurate to the amount of time spent by us in preparation before taking our positions, to our previous experience, and to the advanced university work most of us have done since we have been in Newark.

Colleges and Secondary Schools; Dean R. D. Salisbury, Association of American Universities; Chancellor Samuel Avery, National Association of State Universities; Dr. N. P. Colwell, American Medical Association; President Charles S. Howe, Society for the Promotion of Engineering Education; President D. J. Cowling, Association of American Colleges; the Commissioner of Education; Dr. S. P. Capen, specialist in higher education, Bureau of Education (secretary).

The special subcommittee on definition of college standards consisted of Dean Salisbury, Prof. Young, and Dr. Capen.

"(6) All over the country the present economic situation is recognized, and large increases of wages, salaries, and bonuses have been granted.

"(7) Other cities have recently granted large increases to their high-school teachers.

"We therefore request that at least \$700 be added to the maximum salary of all high-school teachers and principals, and that immediate relief be given by granting a bonus of \$50 a month to all high-school teachers for the period of the emergency.

Teachers' Dependents.

"To get the situation in concrete form, the men have been asked certain personal questions, and the answers of 111 teachers have been compiled. Of these men 94 are married; 20 have one child, 28 have two children, 12 have three, and 2 have four—a total of 123. Thirty are entirely supporting one other person in addition to their wives and children; 9 are entirely supporting two persons, 10 entirely support three, and 1 entirely supports four; and 15 are contributing in part to the support of others. Of the few unmarried teachers, 5 support one person, 6 two persons, and three 3 persons. Thus only four teachers are independent, and of these one explains that he wants to marry, but can't afford it. Looking at it from the other side, we find that over two-thirds of the men are supporting at least two other persons, and many are supporting more than that number.

"Thirty-eight of the men hold the master's degree; 96 hold the degree of A. B., B. S., or E. E.; 6 hold the degree of Ph. D., while 47 hold more than one degree. The men in the Newark high have a total of 213 years of graduate study to their credit, which amounts to an average of 1½ years. Teachers are finding it more and more difficult to do this graduate work or to take extension courses under the existing conditions; and we maintain that this reacts to the disadvantage of the boys and girls in the high schools and the citizens of the city as a whole.

Doing Extra Work.

"As most of the teachers, then, are maintaining families, and as many are burdened by other dependents, it is apparent that under present conditions they must be having extreme difficulty in meeting ever-growing expenses. But the actual report of what is happening is more eloquent. Of the 111, ninety-nine are finding it necessary to engage in one or more other occupations; such as evening school work, for example.

Two explain that they would be obliged to do outside work if not for a private income. In other words, only 10 teachers are attempting to live on their salaries, and of these several, doubtless, have private incomes, but did not volunteer the information. Our teachers not only find it impossible to live in comparative comfort and to save a little, as any faithful servant ought to be able to do, but they can not even pay their unavoidable bills. Surely Newark does not intend that such a condition shall exist.

"In this connection we should remember that the city reasonably expects a teacher to maintain a certain position in the community. He must at all times be somewhat of a leader, as he can hardly teach successfully without also acting to some degree as an example for those whom he teaches. Accordingly he is expected to dress well, to keep his wife and children well dressed, to attend social or religious functions in a manner befitting his position, and to contribute to charity. Professionally he is supposed to belong to various societies and organizations, to attend meetings in other cities, to buy expensive books, and to keep abreast of the times in every way. But, as a matter of fact, the Newark high-school teacher to-day, under existing conditions, finds himself obliged to restrict almost entirely those activities in the course of which he mingles healthfully with people of his own cultural and social standing, and as a result of which he is a better and more efficient teacher. Now, all these demands are fair and reasonable, but to fill them costs money. We all admire the teacher who is alive and a real part of the world about him, but we generally overlook the amount he must spend to gain our respect in this particular. We spend in preparation for our work at least as much time as men in the professions generally do, but as successful teachers we do not receive under present conditions the reward a professional man receives. We feel in fact that our salary is not commensurate to our value to the community.

Cutting Salaries in Half.

"If, then, the salary schedule was fair before the war, it is cruelly unjust now. We do not suppose that anyone would say that a high-school teacher should have his salary cut in half. Yet since 1906 that is in effect exactly what has been done. It is consequently scarcely to be wondered at that many high-school teachers have been forced to engage in outside work. Yet it is certainly not desirable that teachers should do much of this sort of thing. This fact has been recognized by the board of education itself, in its regulation to the effect that 'for all positions in the evening schools properly qualified candidates, not employed in the day schools, shall be secured, if possible.' Unless a teacher has extraordinary physique he finds it impossible really to do justice to

the school work and to the outside work for any length of time. Either the instruction will suffer or the teacher's health will give way. Indeed, a number of teachers are now working in direct violation of their doctors' orders, and others are under medical care because they have engaged in such work. We feel assured that no citizen of Newark wishes the teacher to be in this position but what can a man do when he finds that his salary will not cover his necessary expenses?

"In order to grasp clearly what has happened, let us assume that a given high-school teacher received the maximum salary of \$2,700. It should be remembered that to get this he must have had years of experience and was presumably middle-aged. We may assume that, like most of our teachers, he was married and had children; and, as was true of most of our teachers, he also had another person dependent upon him. With his \$2,700 he was not by any means well paid, but he could live, and, barring illness, could save a little. What is his situation to-day? He is still receiving \$2,700, but it is worth less than half as much. On the basis of what his salary was worth 10 years ago, he is to-day receiving not \$2,700, but \$1,350. Yet 10 years ago he would not have dared to marry and have children on \$1,350, if that figure was not to be increased. His present situation, however, is much worse than if he had, for his children are growing older, and he is getting nearer to the time when his earning capacity will cease. Newark offered him \$2,700 a year and he accepted it, only to find now that he has but \$1,350 with which to make both ends meet. What is he to do? Economize? Of course; but no amount of economizing will stretch \$1,350 to \$2,700.

"What, then, should be done in Newark? Let us see what would be fair. Assuming that a salary of \$2,500 in 1906 was commensurate with the cost of living in that year, then a salary of \$5,370, or an increase of 115 per cent, as shown in the accompanying diagram, would be commensurate with the present cost of living. In that time, however, the high-school men have been granted an increase of but 8 per cent. It is obvious that this increase is entirely insufficient to offset the tremendous increase in the cost of living.

"Accordingly, we respectfully request (1) that \$700 be added to the maximum salary of all high-school teachers, and (2) that a bonus of \$50 a month for the period of emergency be granted to all high-school teachers immediately."

"ALL-YEAR" SCHOOL AT PHILLIPS EXETER.

The trustees of The Phillips Exeter Academy, one of the oldest and best known American private secondary schools, have approved the recommendation of the faculty

that a session of the school be held during the coming summer. "The experiment will be undertaken as a contribution to the solving of the problem of the wastage in American education," says an announcement from the school.

"The summer session will put the equipment of the school in use for a considerable part of the time in which it now stands idle, so that it will give in larger measure the service for which it is intended. An opportunity will be offered to boys to get ahead in their education by making good their deficiencies in particular studies, and by training which will prepare them to do the regular work of the school year with a better chance of success.

"It is felt, besides, that a summer session will check some of the loss in efficiency which results from the excessive length of the vacation, in that boys are now generally unable, from disuse, to take up their studies in September at the point at which they have dropped them in June; and will check, too, some of the greater hurt that often comes to boys from the idleness, lack of discipline, and frivolity of the summer months."

THE DAYTONA CONFERENCE.

The National Conference on Rural Education and Country Life which convened at Daytona, Fla., February 1 to 4, under the auspices of the Bureau of Education, was attended by representative county superintendents, high school principals, college and university professors, and delegates of women's clubs from Florida, South Carolina, and Georgia. Many others besides school people were represented. On roll call Monday afternoon, February 3, 22 States answered. The Sunday afternoon meeting, addressed by Congressman Andrews of Nebraska, was attended by representatives from over 30 States. The attendance at the conference proper averaged from 500 to 750. At the opening meeting Saturday night about 1,000 were in attendance and on Sunday afternoon the Casino Burgoyne was seated to its full capacity, with about 1,500 present.

There was a large attendance of tourist visitors from the North, especially from New England, and on the roll call of States Monday forenoon four farmers and their wives answered from North Dakota. There was a good representation of tourist visitors from Wisconsin, Michigan, Illinois, Iowa, Indiana, Ohio, New York, and Pennsylvania.

Dr. W. F. Blackburn, representing Secretary Lane, presented the Secretary's plan for work and homes for soldiers, sailors, and marines. Resolutions were adopted approving this plan and also endorsing the Smith-Bankhead Americanization and illiteracy bill.

MEETING MANUAL TRAINING EMERGENCY.

Three Ways Outlined—Is a Combined Solution Possible?

Several projects for the establishment of schools aiming to prepare designers and craftsmen to meet the present emergency in the manual training field are described by Richard F. Bach of the Metropolitan Museum of Art, New York, in a statement to the Commissioner of Education. These projects, Mr. Bach points out, are based chiefly upon three distinct ways of meeting the problem.

Training Designers.

"The first and simplest solution suggested is that of teaching designers, men and women who will be qualified to prepare drawings for execution by machine, persons so trained and individually so skilled that the passing of their conceptions through the mechanical routine of machine processes will be steady improvement elevate the standard of machine-made industrial art objects. These designers will be of a score of different kinds, for there will be those that favor furniture or textiles, and those that favor plaster modeling or wood carving or tapestry or lighting fixtures; beyond all of these there will be those who prepare themselves for the more general field of interior decoration, or better said, for decoration without the limiting adjective.

Training Teachers.

"The second solution lies along the pedagogical lines. It has to do with the training of teachers to teach industrial arts in the schools of elementary and secondary grades. It aims to prepare men and women who will be unconscious agents of bringing the special talents of future experts into the many branches of design, but whose main purpose will be to give an actual objective to all drawing instruction offered in the schools, thus doing away once for all with the bugbear of 'representation.' This solution, in short, will give reality and revealing value to the so-called manual arts instruction, except in so far as this has to do with the teaching of methods related purely to the field of skilled labor as distinguished from craftsmanship. A variant of this solution will also be seen in the suggested school of very high grade which will offer instruction for teachers or craftsmen. This will be simply a higher form of the third solution or craftsmen's school, and its purpose will differ from that of the craftsmen's school only to this extent: The work will be carried to a much more advanced stage of perfection in every direction of both design

and execution, and something in the way of methods of teaching will be given in addition.

Craftsmen's School.

"Finally, the third solution, which at first sight seems the most logical is that of a very high type of craftsmen's school, an institution for preparing workers who will not strive to help mass production, who will not cater to the machine, but who will by their actual manual production, based upon the use of only those tools by the ascendancy of which their own handicraft will still be retained, execute pieces which will by their supreme caliber operate to maintain a continued high level or standard of industrial art design as a check upon the logical back-sliding encouraged by the machine.

"The questions at once arise: Can there be three solutions of our present difficulties? If so, where are the lines of demarcation between them? Will there be waste motions due to overlapping of efforts? Can the territory to be covered be so subdivided that each type of solution will provide definitely for one phase of the general problem? Or would a combination of all be the real solution?"

AGRICULTURAL INSTRUCTION TO BE PART OF SOLDIER LAND SETTLE- MENT PLAN.

Federal Supervision Made Possible by Organization of Land Communities— Agricultural Training Through the State Agricultural Colleges.

Community settlements of not less than 100 families, making possible Federal supervision and instruction, form part of Secretary Lane's plan for land for returned soldiers, sailors, and marines, which will be urged upon Congress at the special session. The agricultural instruction will probably be carried out through cooperation with the State agricultural colleges.

What the Plan Provides.

It is proposed to offer immediate work to thousands of discharged soldiers, sailors, and marines in the construction of meritorious projects throughout the country. Because of the fact that practically each State contains one or more feasible projects, it will usually be possible to offer a man work in his own State and frequently near his former home.

Employment to all Types of Labor.

All classes of labor will be required, from that requiring the highest technical skill to that of the ordinary laborer. There will, of course, be hundreds of positions open also for men in clerical positions, such as book-keepers, accountants, timekeepers, etc.

This force, gathered from the ranks of America's fighting men, would be put to work constructing the projects. They would, for example, build the dams and canals necessary to store the water and bring it to the land in the arid region; they would blow the stumps and clear the brush from the cut-over timber land, and clear and drain the swamp land. After this would come the work of leveling the ground, building houses and barns, laying out townsites, constructing roads, erecting cooperative creameries, canneries, warehouses, etc., and in fact, bringing into being on each project several model community settlements comprising at least 100 families.

Each qualified soldier, sailor, or marine would then be given the right to pick out one of these farm homes which he had helped to create. During the time he has worked for the Government in the construction of these projects, he would have received good wages, and should be able without difficulty to save enough to make his initial small payment on the price of the farm. The balance he would be allowed to pay in small installments over a long period of years.

Abandoned Farms and Community Settlements.

"Wherever abandoned farms can be found in more or less compact areas of from eight to ten thousand acres up, they will form an integral part of the plan," says Secretary Lane.

"The plan contemplates the construction of community settlements of not less than 100 families rather than the placing of the men on individual farms, scattered here and there throughout a State or the country.

"Such community settlements will make possible Federal supervision and instruction, which would be impossible in the case of individual farmers. They will admit of the development of plans for cooperative buying and selling and for numerous cooperative enterprises. Under existing agricultural conditions the man with small capital, and often little experience in farming, will find these matters essential to a successful agricultural enterprise.

"The plan is by no means in the nature of an experiment. The financing of individual farms has been tried both in Europe and Australia, and in both cases rejected as a failure. On the other hand, community settlements of 100 families or more have, under the same authorities, been signally successful. They have been tried out on a large scale in Australia and on a small scale in the State of California at Durham, and have proved highly successful. It is believed that, with the appropriation of the necessary funds by Congress, the plan can be made equally successful on the projects undertaken in practically every State in the Union."

HYGIENE AND PHYSICAL EDUCATION

WHAT YOU CAN DO TO GIVE EACH CHILD A CHANCE AT

Health

See that A Weighing Scale is placed in every school.

See that Time is allowed every school day for the teaching of health habits.

See that A Hot School Lunch is available for every child.

See that Teachers are trained in all normal schools to teach health habits.

See that Every Child's Weight Record is sent home on the monthly report card.

These are some of the first things to do for your schools.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

A PROGRAM OF PHYSICAL EDUCATION.

Elsewhere in this issue appear statements of the new physical education work in California. Details of the program have been reserved for this page and for the special attention of directors of physical training.

The California authorities state the three broad functions of physical education as follows:

1. The constructive, educational effort: The program of physical training activities.
2. The preventive and corrective efforts: The program for controlling growth handicaps.
3. The establishment of the capacity for self direction: The program in teaching efficient living. All of these efforts require administration.

In setting up the program the authorities have built upon three broad principles:

1. The selection of activities that will get physical training results under present-day social conditions.
2. The organization of the activities according to the time limits imposed by present-day school conditions.
3. The organization of the social tendencies of the age periods.

Activities Selected.

The California report says: "On the program of activities all the constructive or developmental results depend, and the development is always in proportion to the

intensity and duration of the daily activities, within the normal limits of exhaustion.

"During childhood and youth the only activities that will be carried on with intensity for any length of time are the play activities, such as self-testing activities on the apparatus, the dramatic activities, the folk games, the chasing games, the athletic activities, boxing, fencing, and wrestling, the water activities, especially swimming, rowing, and paddling, the winter sports, etc. These activities tend to be continued because of the pleasure they give.

"Formalized and artificial activities, such as marching and gymnastic drills, are fatiguing and particularly uninteresting after the novelty has worn off, and they cease to go on as soon as the compulsion is discontinued. While they have value and a place in the physical-training program, the value is limited, largely dependent upon the skill of the teacher and at best only supplementary to the larger values of the play activities.

"A third division of big-muscle activities arises out of the daily need of getting from place to place, the outing impulses, and the industrial activities. These activities become important for physical-training purposes in the adolescent years, but they are very difficult to organize systematically for physical-training results except at week ends or on holidays, while physical training must be a daily procedure. They are valuable to supplement and expand the more easily organized play activities.

"For these reasons the natural, pleasure driven, disciplining big-muscle play activities of childhood and youth have been made

the core of the State program of activities and the formalized and related activities organized to support and expand these.

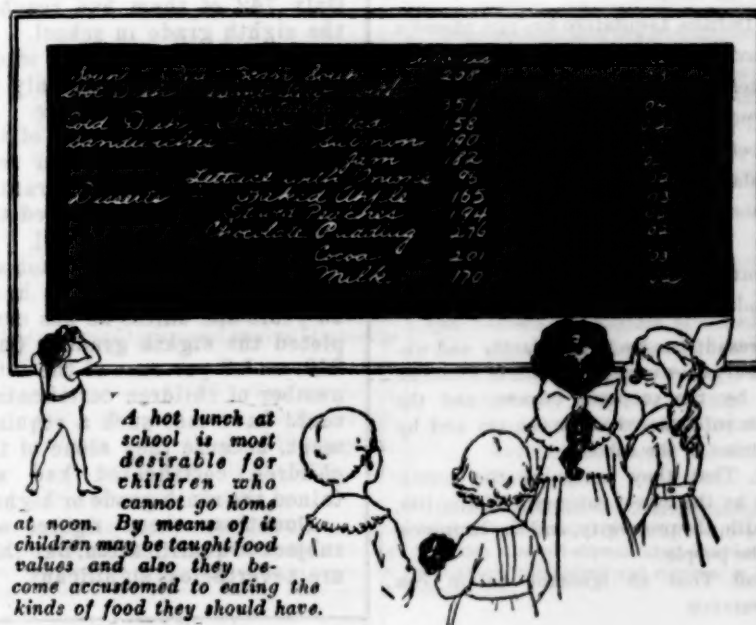
The Social Organization.

"A successful program of physical training activities requires social organization by age periods.

"Previous to 10 years of age children must be divided according to age needs and capacities and assigned to places to play with equipment and proper leadership. Opportunities and leadership are all that is essential.

"After 10 years of age, for three or four years, children act in social groups and crave achievement. The outing activities also have a great appeal. This is the age, therefore, for group organization in simple contests which can be scored to visualize achievement, and for outing enterprises with records of achievement in outing arts.

"With adolescence, especially after 14 or 15 years of age, group social achievement becomes equally important with individual achievement and interest awakens in adult achievement. In this age the spirit in the organization of the social group and in group enterprises and achievements becomes all-important. It is the transition period in youth before the full assumption of real adult functions when the activities and the organization must be pre-recreative, precivic, pre-military, and be prophetic of adult functions. In a word, the physical training activities of youth must bear the dignity of the functions of adult life while still remaining essentially the natural competitive enterprises of youth."



SCHOOL LIFE

Official Organ of the United States
Bureau of Education, Department of the Interior.

Franklin K. Lane, Secretary of the Interior.
P. P. Claxton, Commissioner of Education.

Terms: SCHOOL LIFE is mailed free to State, city, and county superintendents, principals of high schools, and a few other administrative officers. Additional subscriptions, 50 cents a year.

Remittances should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be made by cash or money order. Stamps are not accepted.

PHYSICAL EDUCATION IN CALIFORNIA.

California has attacked the health education problem in the right way. The report of the supervisor of physical education, just issued, shows a determination to utilize all the movements that go to make up the present conception of an all-round physical education program.

The athletic movement, the play and recreation movement, the educational recreation movements, Boy Scouts and Camp-fire Girls, and the modern health movement itself—all these, as well as the experience of the war, are to be taken into consideration in the California program.

It is an encouraging sign to see the health problem approached in this constructive way, and other States will watch the California work with interest.

INDIANA AND PENNSYLVANIA.

It's coming slowly, but it's coming—this belated recognition of the need of adequate pay for the teacher.

The Indiana Legislature has just passed a bill providing for an increase in the salaries of the teachers of about 40 per cent.

The neighboring State of Pennsylvania is taking counsel with herself in an effort to raise salaries 25 per cent. No one believes for a moment that this is enough, but it all helps.

Recently a public mass meeting in Pittsburgh adopted the following resolutions:

Whereas it has been abundantly and unmistakably shown by the people of Pennsylvania, by the property owners, and the business interests who pay the tax and by the patrons of the schools:

First. That they recognize the public schools as the surest safeguard of the life, the health, the prosperity, and the happiness of all the people.

Second. That an ignorant nation can never survive.

Third. That good teachers are a prime requisite for good schools.

Fourth. That good teachers can not be secured or retained on starvation wages.

Fifth. That after spending billions of treasure and thousands of lives to preserve the Nation on the battlefield, it would be the grossest of folly to lose all later at the ballot box or by inadequate schools: therefore be it

Resolved, That it is the deliberate purpose of the people of Pennsylvania to see to it that the future of the schools is made safe.

Resolved further, That the people call upon their representatives in the legislature to take such steps as are necessary to provide from the known and abundant resources of the State sufficient funds to make available to each district an amount sufficient for the increase of the salaries of teachers equal to 25 per cent of the amount now received from the State.

Resolved, That as a practical medium for the accomplishment Senate File No. 117 be approved, and that the legislature be directed to provide the proper revenue.

DO WE NEED SCHOOLS?

More than one-fourth, or 5,294, of the 19,546 children between 14 and 16 years of age to whom Federal age certificates were issued by the Children's Bureau during the life of the former child-labor law could not sign their own names legibly.

In the five States where Federal certificates were issued by the Children's Bureau, 18,379 white children between 14 and 16 years old were certificated. Only 742 of them had reached the eighth grade in school. Of 1,166 colored children to whom certificates were issued only 40 reached the eighth grade. In other words, 96 per cent of the white children and 97 per cent of the colored children granted certificates had not reached the eighth grade in school. In some States a child can not secure a work permit until he is 16 years old, unless he has completed the eighth grade. Only 248, or 1.3 per cent of the total number of children certificated, could have met such a requirement, because they alone of the children certificated had attained the ninth grade or higher.

Doubtless these figures are subject to qualification, but they are nevertheless significant.

THE KINDERGARTEN AND AMERICANIZATION.

Are we not overlooking the easiest, surest, and most natural means for laying the foundation of Americanization when we neglect to provide a sufficient number of kindergartens for all the children of the aliens in our midst?

When can our language, our customs and ideals be so easily grasped and assimilated as during the impressionable years of early childhood?

Can anyone enter the home of the alien more easily than the kindergartner who, with the mother, has a common interest in the little child?

Can you imagine a better class in Americanization than the mothers' meetings where shy foreign women of different nationalities meet with the kindergartner and take their first lessons in American customs, manners, and ideals?

Can we expect the alien to believe that we have his best interests at heart when we neglect to provide for his little ones the early training in English, honesty, industry, and thrift which are essential to good citizenship?

THE GOAL OF EDUCATION IN A DEMOCRACY.

Education in the United States should be guided by a clear conception of the meaning of democracy. It is the ideal of democracy that the individual and society may find fulfillment each in the other. Democracy sanctions neither the exploitation of the individual by society, nor the disregard of the interests of society by the individual. More explicitly—

The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole.

This ideal demands that human activities be placed upon a high level of efficiency; that to this efficiency be added an appreciation of the significance of these activities and loyalty to the best ideals involved; and that the individual choose that vocation and those forms of social service in which his personality may develop and become most effective. For the achievement of these ends democracy must place chief reliance upon education.

Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.—*From Report of the National Education Association Commission on the reorganization of secondary education.*

NEW BOOKS ON EDUCATION

BOOKS FOR THE TEACHER

The Work of the Teacher, by Sheldon Emmor Davis. New York, The Macmillan company, 1918. 342 p. 12°.

This volume is concerned with the technical responsibilities of the teacher's occupation. "Duties specifically associated with the teacher's office are emphasized rather than those which are shared with other members of the community," says the author in his foreword.

The chapters deal with: Ways of regarding education; the pupil as an object of study; the teacher's relation to the curriculum; the teacher in relation to external elements; governing and maintaining morale; teaching—the assignment, the recitation, the study period; measuring the work of the school; attendance, records, and reports; the teacher and educational statistics.

A concluding chapter points out the impelling necessity for a supply of excellent teachers for American schools and suggests to teachers a constructive philosophy of the teaching profession.

Measuring the results of teaching, by Walter Scott Monroe. Boston, New York [etc.] Houghton Mifflin company. [c1918.] 297 p. diags. 12°. (River-side textbooks in education.)

A book intended to help elementary school-teachers in the use of standard tests and measurements. It is the contention of the author that the "use of a standardized test is justified only when the teacher can use the resulting measure as a basis for improving instruction." Consequently the book gives much space to the interpretation of scores or measures and the corrective instruction which should be given to improve unsatisfactory scores.

The book discusses the inaccuracy of present school marks; measurement of ability in reading; correcting defects in reading; measurement of ability in the operations of arithmetic; corrective instruction in arithmetic; measurement of ability to solve problems; measurement of ability in spelling; measurement of ability in handwriting; measurement of ability in language and grammar; measurement of ability in geography and history; and educational measurements and the teacher.

A helpful feature of the book is a list of directions for ordering standardized tests.

Joan and Peter, the story of an education. By H. G. Wells. New York, The Macmillan company, 1918. 594 p. 12°.

As the subtitle implies, Mr. Wells' novel is indeed "The story of an education." From beginning to end the story of Joan and Peter is a brilliant study of educational institutions in relation to modern life. Hear Oswald, the guardian of the two children, in the valedictory he never delivered:

"What has the history of education always been? A series of little teaching chaps trying to follow up and fix the fluctuating boundaries of communities like an insufficient supply of upholsterers trying to overtake and tack down a carpet that was blowing away in front of a gale. An insufficient supply of upholsterers. . . . And the carpet always growing as it blows. . . . They were trying to fix something they hadn't clearly defined. And you have a lot of them still hammering away at their tacks when the edge of the carpet has gone on far ahead. . . . That was really the state of education in England when I took you two young people in hand; the carpet was in the air and most of the schoolmasters, schoolmistresses, writers, teachers, journalists,

and all who build up and confirm ideas were hammering in tacks where the carpet had been resting the day before yesterday. . . . But a lot were not even hammering. No. They just went easy. Yes, that is what I mean when I say that education was altogether at loose ends. . . . But Germany was different; Germany was teaching and teaching in schools, colleges, press, everywhere, this new Imperialism of hers, a sort of patriotic melodrama, with Britain as Carthage and Berlin instead of Rome. They pointed the whole population to that end. They taught this war. All over the world a thousand other educational systems pointed in a thousand directions. . . .

"So Germany set fire to the Phoenix. . . .

"Only one other great country had any sort of state education. Real state education that is. The United States was also teaching citizenship—good will to all mankind. Shallower. Shallower certainly. But it was there. A republican culture. Candor. . . . Generosity. . . . The world has still to realize its debt to the common schools of America." . . .

RECENT BUREAU OF EDUCATION PUBLICATIONS.

American agricultural colleges. A study of their organization and their requirements for admission and graduation, by Chester D. Jarvis. Washington, Govt. print. off., 1918. 125 p. Tables, diags. 8°. (Bulletin, 1918, no. 29.)

This pamphlet has been prepared for the special use of persons charged with the administration of agricultural colleges. Inasmuch as it shows in tabulated form the practice of the various colleges concerning the distribution of required subjects, committees on "courses of study" should find it useful in planning curricula. Principals of secondary schools, also, should find in this bulletin much information that may aid them in advising their students with regard to the curricula offered by the various colleges.

The bulletin comprises three parts. Part I comprises general discussions and tabulations concerning the government and organizations, and the agricultural curricula offered by each institution. Part II pertains to the requirements for admission, and Part III to the requirements for graduation.

Industrial education in Wilmington, Delaware. Report of a survey made under the direction of the Commissioner of education. Washington, Govt. print. off., 1918. 102 p. tables. 8° (Bulletin, 1918, no. 25.) 15 cents.

Studies group of pupils in Wilmington, Del., with regard to grade distribution; selection of occupations, and work out of school hours, and gives an analysis of principal industries in Wilmington—metal-working, building trades, printing—including wages and hours of labor. There are special sections on the educational needs of workers and a suggested program of industrial education.

State laws relating to education enacted in 1915, 1916, and 1917. Compiled by William R. Hood. Washington, Govt. print. off., 1919. 259p. 8°. (Bulletin, 1918, no. 23)

In an earlier publication of the Bureau of Education—Bulletin 1915, no. 47, "Digest of State laws relating to public education"—an effort was made to summarize all State school laws of a general nature which were in

force on January 1, 1915. The purpose of the new bulletin is to supplement the bulletin of 1915 with a compilation of the enactments of 1915, 1916, and 1917.

The legislation of the years included in this compilation is presented in digest, following the style of the previous bulletin. It is intended to include all enactments excepting those of distinctly local character and excepting ordinary appropriations. The various items are classified under an outline which begins with general State administrative provisions and proceeds through the entire public-school system. The enactments of the Legislatures of Alaska, Hawaii, the Philippines, and Porto Rico are included.

List of references on rural life and culture.

Prepared in the Library division, Bureau of education. [Washington, Govt. print. off., 1919.] 7p. 8°. (Library leaflet, no. 1. January, 1919)

Selected references on rural life, the rural church, and rural education.

RECENT BOOKS ON SCHOOL FINANCE

Butterworth, Julian Edward. Problems in state high school finance. With an introduction by Paul Monroe. Yonkers-on-Hudson, N. Y., World book company, 1918. 214p. tables. 12°. (School efficiency monographs)

A study of State aid, county funds, and State supervision.

Case, Hiram C., compiler. Handbook of instructions for recording disbursements for school purposes in accordance with the uniform system prescribed by the University of the state of New York. Albany, N. Y., C. F. Williams & son, inc., 1917. 25p. fold. forms. 8°. Price, 50 cents.

Describes books used and gives sample forms.

Kent, Asa Kent. A study of state aid to public schools in Minnesota. Minneapolis, Bulletin of the University of Minnesota, 1918. 183p. diags., tables. 8°. (The University of Minnesota. Studies in the social sciences, number 11)

Problems of special aid in a State which has had an unusual experience in this field.

The National association of school accounting and business officials of public schools. Report of the 7th annual meeting May 21, 22, and 23, 1918. Rochester, New York. 79p. illus. 8°. Secretary-Treasurer, E. C. Baldwin, Boston, Mass.

Includes papers on school administration, efficiency in school business management, uniformity in the classification of school expenditures, purchase of supplies and award of contracts and economy in schoolhouse construction.

BETTER EDUCATIONAL OPPORTUNITIES SOUGHT.

Michigan Teachers Have Active Program—Will Issue Journal.

Better educational opportunities, improvement of the teacher's status, scientific study of education, and a finer spirit of professional loyalty are some of the objects sought by the Michigan State Teachers' Association, which recently announced a program of aims "to be achieved through organized efforts." The program is as follows:

I. *A longer school life for the typical child.*—To secure this the association is giving support to the enactment of better compulsory school laws, and the establishment of continuation schools.

II. *Better educational opportunities for the normal child in both graded and ungraded schools.*—To secure this the association is urging better trained teachers and the removal of subnormals from the regular schools. The recent study of retardation is to be continued next year. The association has recently completed a study of subnormal children in the rural schools, and is planning to give support to legislation aimed to correct undesirable conditions.

III. *The improvement of the status of the teacher.*—The association has given much support to the enactment of the retirement fund law, and has a standing committee on teachers' salaries. This committee has been voted \$2,000 for its work the past two years.

IV. *The scientific study of problems in education.*—The association has recently created a standing committee to direct studies of an experimental character.

V. *The financial support to all groups of teachers affiliated with the association.*—The expenses of the annual programs of the High School Principals' Association, the Superintendents' and School Board Association, the Small High School Section, the Rural School Section, the Elementary School Section, as well as 25 other special sections are met by the association.

VI. *The development of a better spirit of professional loyalty among teachers,* based on a more intimate acquaintance with the plans and work of the Michigan State Teachers' Association. To encourage this the association has decided to issue the Quarterly Review, which will be sent free to all members.

The general character of the new journal is suggested by the titles of some of the articles for the February issue: "Better Salaries for Michigan Teachers," "The Problem of Subnormal Children in the Rural Schools," "Higher Standards of Professional Ethics," and "A Summary of the Plans of the Affiliated Organizations and Sections of the M. S. T. A."

INDUSTRIAL ARTS IN THE RECONSTRUCTION.

Education Can Be Both Vocational and Cultural, Says Bureau Specialist.

"We have seen that it is possible for education to develop efficiency of the most rigorous and exacting type, and at the same time generate idealism and nobility of motive," said W. T. Bawden, specialist in industrial education, Bureau of Education, at a meeting of the Vocational Education Association of the Middle West in Chicago, January 17, 1919.

"Even the educational program of our training camps, which many of us thought of only in terms of inexorable military discipline and short cuts to well-defined objectives, made definite provision for the humanistic element, the morale of the troops.

"We have discovered that education can be vocational and cultural; henceforth we shall not be satisfied with education that is not both. The new point of view suggests again the essential unity of the thing we call education.

"The immediate effect upon education of the war and its concomitant events unquestionably will be a new emphasis on certain special phases: (1) Education for health, (2) education for vocation, and (3) education for citizenship. The urgent need for attention to these matters has been brought home to the consciousness of the people as never before. It is interesting to note that, contrary to the prophecies of some of our educational leaders, the Nation has been afforded a most convincing demonstration that these objectives are positively attainable without the sacrifice of those finer qualities of human life and relationships—the humanistic element—and, what is even more to the point, the machinery and methods for reaching these ends were in process of being definitely worked out.

Relation of Vocational Education to Other Subjects.

"One of the most helpful and constructive contributions that can be made at the present time is the formulation of policies of vocational education in reconstruction which would show clearly and definitely the relationships which a program for vocational education should bear to a program for health education, to a program for citizenship education—if you please—to a program for complete education.

"In view of what has been said, it seems clear that the 'industrial arts in reconstruction' is not a distinct and isolated problem. If we think of a program of education in reconstruction as involving the problem of the readjustment of

our public school system in such a way as to take advantage of recent experience in vocational education, then certainly the industrial arts must be considered as an important phase of that problem. But, on the other hand, industrial-arts instruction bears also an, as yet, undefined relation to general education.

The Need to Be Met.

"The need to be met, however, is more easily defined than are the nebulous components of an educational theory. It is not difficult to visualize the broad outlines of the task to which a program of vocational education in reconstruction must address itself.

"The need was accentuated and multiplied, but not created, by the war. It is not new, and yet our people have been singularly slow in recognizing its existence and appreciating its importance. In the past we have suffered and been handicapped by the lack of engineers, scientists, and skilled mechanics, and we took no adequate action. During the war we reached the point where measures for remedying this lack became an imperative necessity, and hence we developed schemes for vocational and technical training on an unheard-of scale.

"Some have supposed that the winning of the war somehow wipes out the conditions which called these schools into existence, and cancels the demand for their product. Nothing could be farther from the truth. No national policy could be more short-sighted than the abandonment of plans designed to meet the needs indicated.

"We must make a more determined effort to secure for a larger proportion of our people a serviceable amount of technical and scientific training. In the accomplishment of this purpose we must vitalize the work of elementary and secondary schools, as well as the higher engineering and scientific schools, and stimulate them to do their part in this great program."

A \$15,000 CROP IN ST. JOSEPH, MO.

St. Joseph, Mo., employed a full-time expert garden instructor last year who organized the pupils of the elementary school into garden clubs. About 3,000 pupils reported that they were doing garden work before the schools closed in June, says Supt. Vernon G. Mays. Of this number 2,394 entered their names for membership in the United States School Garden Army. The school children gardened 32 acres without help and helped their parents work an area of 294 acres. Although the season was very unfavorable, a conservative estimate of the food produced by the pupils would be \$15,000 at market prices.

CHILD LABOR AND THE NEW LAW.

Only Small Fraction of Working Children Actually Protected, Says Children's Bureau.

"The fact that the new Child Labor Bill has been passed by Congress does not mean that no further effort is needed in behalf of the working children of the United States," says the Children's Bureau of the Department of Labor in a statement just issued. While the law is undoubtedly a step in the right direction, even after it is in force young children will be able to work at some time, in some occupations, in practically every State in the Union, and in many States boys and girls will be permitted to work long hours.

"The new law, in effect, prohibits the employment of children under 14 in factories and of children under 16 in mines and quarries, and insures a maximum eight-hour day and prohibits night work for children between 14 and 16 employed in factories, but the number of children employed in the occupations designated by the law is comparatively small. The latest figures of any reliability relating to the employment of children—those of the census of 1910—give the total of working children between the ages of 10 and 16 as in the region of 2,000,000. Considerably under 300,000 of these children were in occupations coming within the scope of the Federal child labor law. Since the State laws that have been passed during the last ten years apply chiefly to the occupations covered by the Federal law, it is safe to assume that the number of children touched by the new statute will fall far below 300,000.

"The remaining thousands of working children will have only such protection as is afforded by the widely varying laws of the States in which they live. While six States, California, Michigan, South Dakota, Texas, Montana, and Ohio, fix a minimum age higher than 14, all save Ohio offer exemptions from the law. Three States, New Mexico, Utah, and Wyoming, have no minimum age law save for children in certain dangerous or injurious occupations. While among the States that have age restrictions only North Carolina and Mississippi have named a minimum age lower than 14, many of the 38 States, including the District of Columbia, which have established 14 as the basic minimum age, nevertheless grant exemptions which allow children under 14 to be employed in certain occupations, or to work during vacation, out of school hours, in case of poverty, or under other specified conditions.

"When it comes to hours, a similar irregularity is found. The laws of 17 States permit the employment of children under 16 for more than 8 hours a day and 48 hours a

week. Two States place no limit whatever upon a child's hours of work and many even of the 30 States (including the District of Columbia) which fix an eight-hour day or a 48-hour week, either fall short of covering all occupations or, under certain conditions, exempt children from compliance with the law. Seven States have no laws forbidding night work for children; many others prohibit the employment of boys and girls at night only in certain occupations."

The Children's Bureau calls attention to the fact that the laws of most States fail to protect children in agriculture and domestic service; yet the farm children, according to the census of 1910 constituted about three-fourths of the working children of the United States.

SALVAGING SPECIAL COURSES OF INSTRUCTION.

Other Plans of the Extension Division.

Director J. J. Pettijohn has announced the following program of the Division of Educational Extension, Bureau of Education, for the remainder of the fiscal year ending June 30, 1919:

I. University Extension.

(a) Salvaging special courses of instruction created by various education committees during the war. Reading, selecting, revising, and distributing these to extension divisions of colleges and universities.

(b) Careful study of the methods used in extension teaching in these short unit courses. This is valuable both for extension teaching and for general education.

(c) Collecting, compiling, editing, and distributing information about extension teaching as done in the universities of the several States (about 30). Giving personal assistance to universities wishing to establish extension service.

(d) Propaganda to induce universities to develop extension teaching in those States not now having it.

(e) In connection with the divisions of Rural Education, City School Administration, and Civic Education in the Bureau of Education, to develop plans whereby public schools, colleges, and universities may cooperate in providing instruction in citizenship for boys and girls between the ages 16 and 21.

II. Public Discussion.

(a) Examining as many as possible of the more recent publications of the several departments of the Government and selecting from that material the most useful for assistance in public discussion. Preparing and distributing these to universities and community organizations.

(b) Assisting universities in establishing bureaus of public discussion and package library service.

(c) Compiling and distributing bibliographies on current questions of national interest.

III. Library Service.

(a) Preparing for public libraries brief descriptions of the work of the departments, bureaus, boards, and commissions of the Government and of their publications which are of most value for circulating through small libraries.

(b) Serving as a clearing-house for library information.

IV. Visual Instruction.

(a) Salvaging visual instruction material growing out of the war activities. Collecting such material from various governmental and private agencies. Working out plans for reproducing and circulating such material through universities, schools, and community organizations.

V. Community Organization.

(a) Conducting the work which the Bureau of Education has been doing in community organization for the last three years.

(b) Taking over as much as possible of the community organization work of the field division of the Council of Defense, as the council finds it necessary to give this up.

VI. Home Reading Courses.

(a) Taking over and extending the home reading courses of the Bureau of Education and getting them organized as parts of the extension education work of all the States, and enlisting the cooperation of State and local school systems and of normal schools, colleges, and universities in their promotion.

In New South Wales every soldier or sailor in the Imperial Service who wants a farm is given an opportunity to show his fitness. He may on his own initiative gain six months' experience on a farm or he may go to the Government farm for the necessary training.

A young man once asked the president of Oberlin College if he could not take a shorter course. "O yes," said the president, "but that depends on what you intend to make of yourself. When God wants to make an oak he takes a hundred years, but he takes only six months to make a squash."

NEGRO EDUCATION.

For my own part I am sure that the schools as now conducted have not developed the negro into the capable citizen which he ought to be. In some way the schools should be so reconstructed as to develop whatever latent powers he has, and I believe that his salvation lies in an industrial education which will enable him to earn an honest living and thus fit him for his proper place in the development of the Nation.—G. W. Tiedder, president Florida Educational Association.

EIGHT THOUSAND SOLDIER PATIENTS IN EDUCATIONAL WORK.

Hospitals Report Return of Soldiers Eager for Proffered Schooling—Types of Work Selected.

Over 8,000 soldiers in 30 of the 45 hospitals in the United States were enrolled in educational work on January 31. This is 29 per cent of the total number of patients in these hospitals.

Ward Occupations.

Work in the wards shows a large increase in enrollments. The demand for reconstruction aids both in reconstruction hospitals and general hospitals also emphasizes the value of the handicrafts and academic subjects. A total enrollment of 5,257 for handicrafts is composed of the following:

Work with textiles (knitting, weaving, etc.).....	2,413
Woodworking (carving, toys, etc.)..	941
Reed, cane and fiber work.....	897
Work in applied pattern (lettering, etc.).....	210
Metal work (jewelry, etc.).....	489
Leather, cardboard and binding.....	374
Work in plastic materials (pottery, etc.).....	298
Total.....	5,622

Ward work in academic subjects shows a total of 972, thus giving a total of ward enrollments (academic and handicrafts) of 6,229. In general the academic courses in the wards are given at the request of the patients. It is significant to note the academic work taken up by ward patients.

Reading.....	87
English.....	153
Spelling.....	53
Arithmetic.....	90
Penmanship.....	132
Higher Mathematics.....	9
Science.....	23
History.....	11
Drawing.....	68
Typewriting.....	78
Agriculture.....	5
Bookkeeping.....	22
Business English.....	10
Civil Service.....	16
Lip reading.....	11
French.....	5
Shorthand.....	28
Spanish.....	4
Drafting.....	1
Commercial Law.....	1
Advertising.....	4
Telegraphy.....	4
Music.....	114
Civics.....	1
Other courses.....	42
Total.....	972

Shop and School.

Work in shop and school is divided into three divisions according to the Educational Officers' Handbook, namely:

- I. General courses, which include academic and professional subjects.
- II. Technical courses, which include—
 - (a) Shops and trades, e. g., electrician, machinist, etc.
 - (b) Commercial, e. g., typewriting, shorthand, etc.
 - (c) Agriculture, e. g., gardening, crop study, etc.
- III. Recreational courses, which include drill, physical culture, hospital service, etc.

The enrollment in each division and subdivision is given as follows:

I. General courses.....	3,168
II. Technical courses—	
(a) Shop and trades.....	2,973
(b) Commercial.....	2,013
(c) Agriculture.....	808
	5,794
III. Recreational courses.....	2,616
Total.....	11,578
Total including ward work....	18,172

Subtracting the number dropped during the month of January (5,695) the number of enrollments on January 31 remains 12,477. The number of individuals, excluding duplicates, enrolled in educational work is approximately 8,167. The total number of patients registered in the above mentioned hospitals during January is 28,023. Thus approximately 29 per cent of the patients in reconstruction hospitals are enrolled in some form of educational work.

Types of Cases in Educational Service.

The types of cases of disability showing the greatest number of enrollments are:

Pulmonary tuberculosis.....	1,907
Orthopedic.....	1,758
Diseases—wounds.....	665
Amputation.....	644
Eye, ear, nose, and throat.....	318
Wound or injury of nervous system..	384
Cardio-vascular.....	227
Functional neurosis.....	169
Insanity.....	142
Other general medical.....	419
Other general surgical.....	445
Convalescent.....	239

No one special type of work seems to predominate in any one of the hospitals designated to function in physical reconstruction. However, in the tuberculosis hospitals, curative walks, and out-of-door work have larger enrollments than in the other hospitals.

According to the reports from the 30 hospitals for January, 635 men enrolled in educational work received S. C. D. Of this number, 17 were hopeless or institutional cases, 56 were in need of further training or retraining, while 562 were able to resume their old occupations.

Subjects Studied in the Educational Departments of 30 Reconstruction Hospitals Showing an Enrollment of 50 or More.

WARD WORK.

Handicrafts:	
Weaving.....	1,011
Knitting.....	561
Rug making.....	60
Knitting.....	507
Needlework.....	87
Basketry.....	705
Chair caning.....	58
Carving.....	268
Whittling.....	144
Toy making.....	327
Carpentry.....	100
Novelty box work.....	82
Leather work.....	255
Block printing.....	45
Beadwork.....	438
Modeling.....	92
Design.....	66
Painting.....	60
Academic:	
Reading.....	87
English.....	153
Spelling.....	53
Arithmetic.....	90
Penmanship.....	132
Drawing.....	68
Typewriting.....	78
Music.....	114

SHOP AND SCHOOL.

General courses:	
Reading.....	284
English (foreigners and beginners).....	382
English.....	358
Spelling.....	294
Arithmetic.....	630
Penmanship.....	575
Higher mathematics.....	121
Civil service.....	88
Spanish.....	57
Technical courses:	
(a) Shopwork and trades—	
Auto repair.....	462
Auto mechanics.....	339
Carpentry, rough.....	137
Bench woodworking.....	80
Electrician.....	183
Machinist.....	67
Telegraphy.....	258
Drafting.....	266
Drawing.....	69
Sign painting.....	60
Woodworking.....	159
Toy making.....	59
(b) Commercial—	
Business courses.....	127
Business correspondence.....	167
Bookkeeping.....	412
Commercial law.....	58
Shorthand.....	199
Typewriting.....	847
Salesmanship.....	79
(c) Agriculture.....	
Animal husbandry.....	75
Farm.....	401
Greenhouse.....	101
Outside work.....	154

WORKING TOGETHER FOR INCREASED FOOD PRODUCTION.

The State education department of New York has sent a circular letter to all superintendents and principals to the effect that "the State education department, the State College of Agriculture, and the United States Bureau of Education, through its School Garden Army, will cooperate with local agencies in the closest possible manner to increase food production through gardens grown by pupils." The letter is signed by Lewis A. Wilson, director of the Division of Agricultural and Industrial Education, Lewis E. MacBrayne, director of the United States School Garden Army, and Prof. William J. Wright, State leader junior extension.

FOREIGN NOTES.

EDUCATION AND SCOTLAND'S WOOLEN MILLS.

Education is assuming a wider scope in the minds of mill owners of south Scotland than heretofore, according to the report of Rufus Fleming, American consul at Edinburgh. "As a rule," writes Consul Fleming, "training has been considered too much, if not mainly, from the viewpoint of the individual firm of manufacturers. Now the necessity for coordinated practical effort is recognized. There seems no doubt that apprenticeship has outlived its day, and that technical schools must be prepared to cope with the difficulty. In a Galashiels textile college wool-manufacture students are being trained at high pressure. In this institution they have the advantage of a small manufacturing business in hosiery and costume tweeds for the benefit of a scholarship fund. The hours are 8 a. m. to 5 p. m., with a 12 to 1 p. m. break, and 6 hours of evening and Saturday afternoon classes superimposed. Youths leave the college with a thorough working knowledge of woolen machinery and processes. With Government help it is proposed to offer to suitable applicants free tuition and maintenance, and to others, in better circumstances, free tuition and maintenance at net cost, and so on up the scale. Other technical schools in border counties are similarly endeavoring to be of the greatest possible service to manufacturers."

EVENING PLAY CENTERS IN LIVERPOOL.

A movement fraught with the utmost possibilities for the benefit of the rising generation has just taken shape in Liverpool in the establishment of evening play centers. Working through the elementary schools, management subcommittee, and the special director appointed by them, the board of education is pressing a wide extension of this movement, as an important element in the scheme of educational reconstruction. Indeed, so important is the movement regarded by the board that they offer a grant for expense of an amount not exceeding one half of the approved local expenditure and maintenance when the center is shown to be conducted efficiently and economically.

The purpose is nothing less than to offer all children the benefits of the well-ordered home.

The need of such provision has long been recognized in various cities by churches in connection with their day and Sunday schools, by the managers of local council schools, by charitable private organizations, by musical associators, and by Government

and local associations for the suppression of juvenile delinquency, but the need of to-day is to coordinate and extend such work as has hitherto been carried on in admittedly desultory fashion. It is at once plain how vast is the aim of the project, "hardly less vast than the proposal of the new Education act to provide continued education for every young person in the country between 14 and 18 years of age."

The practical lines of organization and operation are well set forth in the report of the subcommittee:

The aim of play centers is to provide-after school hours, for the recreation and physical welfare under adequate supervision, of children attending public elementary schools, and especially of those whose home conditions are unfavorable to healthy and happy development. As the centers are to be play centers and not evening schools, formal discipline and didactic methods should be kept in the background as far as possible. The play center program must be of a varied and attractive character designed to afford to individual children much liberty in the choice of recreation and occupation. The sort of activities to be found in successful play centers are romping games, sport (boxing, wrestling, single stick, tug-of-war, leap frog, jumping, relay races, etc.), dancing, including folk dances, country dances, and rhythmic dancing, which, as a result of the classes established by the Liverpool Education Committee this session, might be made an outstanding feature. Then come handwork (woodwork, basket and raffia work, the making of models and toys), cobblering, etc., needlework, not in the form of lessons, but the making of dolls' clothes, fancy work, and clothes mending, which experience in Liverpool shows has its attractions for boys. Finally, comes painting or drawing with colored chalks, quiet reading, story telling, letter writing, and parlor games of all sorts. Entertainments, such as little plays, might be got up, and singing, particularly in the form known as "sing-song" will find its place. The arts studies association, which has enlisted the support of many of the leading professionals and amateurs in the city, as well as of teachers devoted to music, will be glad to provide short series of good concerts. In fine weather during the summer months, the activities of the play center will take on an open-air character, and the board's regulations provide for as much use as possible being made of play grounds, parks, recreation grounds and other available open-air places. Thus there should be great scope for organized games in the open air. Visits to swimming baths will also be encouraged.

RUSSIAN UNIVERSITIES AND THE BOLSHEVIKI.

The essential points of the university reforms proposed by Prof. Sternberg in the name of the Bolshevik Government consist in placing the higher educational system at the disposal of large masses of people who have been hitherto excluded from the sharing of its benefits. A further change has for its object the elimination of a number of chairs and even faculties, according to a recent issue of *Novy Den*. Prof. Sternberg is of the opinion that the law faculty can be entirely dispensed with. There is no necessity for studying criminal or any law, he thinks. For the same reason the humanistic studies can be abolished. Prof. Sternberg also advocates a considerable curtailment of State grants for the historical philological faculties on the ground that they serve not the people but the specialists.

TWO BOOKS ON FOREIGN EDUCATION.

L'enseignement technique supérieur a l'après-guerre. [By Leon Guillet.] Preface de M. Henry Le Chatelier. Paris, Payot et cie, 1918. 294 p. (Bibliothèque politique & économique.)

Gives resolutions adopted by French Society of Civil Engineers in 1917, and on the basis of these discusses: Technical education, especially in higher institutions; before-the-war conditions in higher schools in France, as compared with conditions in other countries; specialized mathematics; admission to higher institutions; courses of study; teaching force; graduate work.

"In all our higher technical education one consideration dominates," says the author. "It is essential to reduce the time that elapses between the bachelor's degree and entrance into industry; our engineers must be settled in their work before they are 23 years of age."

Great Britain. Royal commission on university education in Wales. Final report of the commissioners. London, H. M. Stationery Office, 1918. 106 p. 4°. (Parliament. Papers by command. Cd. 8991.)

Appendix to final report of the commissioners. Minutes of evidence, March, 1917-June, 1917; with appendices and index. London, H. M. Stationery Office, 1918. 259 p. 4°. (Parliament. Papers by command. Cd. 8993.)

This report, and especially the "minutes of evidence" constitute a mine of information on educational opinion in the British Isles. Contains interesting discussions on making education of all grades free; extension classes for workers; university government, etc.

The Asiatic farmer, with his stick plow, makes 6 cents a day, and the illiterate Russian peasant with his primitive implements and methods earns 14 cents, while the American farmer earns many times these sums because his improved methods and implements, made possible by education, have increased his efficiency.—A. Caswell Ellis.

TEACHERS' UNIONS.

A list of teachers' unions formed prior to July 1 was given in the October 16 issue of *SCHOOL LIFE*. The following list of unions formed since that date is furnished by the American Federation of Teachers:

Sacramento High School Chapter, Sacramento, Calif.
 Shenandoah Teachers' Association, Shenandoah, Pa.
 Howard University Teachers' Union, Washington, D. C.
 Peoria Men Teachers' Association, Peoria, Ill.
 Madison Teachers' Federation, Madison, Wis.
 Associate Teachers' League of New Orleans, New Orleans, La.
 Altoona Federation of Teachers, Altoona, Pa.
 Granite City Federation of Teachers, Granite City, Ill.
 Buffalo Vocational Teachers' Association, Buffalo, N. Y.
 Lancaster Elementary Teachers' Association, Lancaster, Ohio.
 Associate Teachers of the University of Illinois, Urbana, Ill.
 Stockton Township Federation of Teachers, Linton, Ind.
 St. Paul Federation of Teachers, St. Paul, Minn.
 Sacramento Elementary Public School Teachers' Chapter, Sacramento, Calif.
 Mahanoy City Federation of Teachers, Mahanoy City, Pa.
 Peoria Federation of Women High School Teachers, Peoria, Ill.
 Peoria Grade Teachers' Association, Peoria, Ill.
 Lynchburg Teachers' Union, Lynchburg, Va.
 Hill City Teachers' Union, Lynchburg, Va.
 Prince George County Teachers' Union, Prince Georges County, Md.
 In addition Memphis, Tenn., Murphysboro, Ill., and Visalia, Calif., have voted to affiliate with the American Federation of Teachers.

COMMUNITY-SERVICE
MOTTO.

(War-Camp Community service,
Charlotte, N. C.).

I will do my best working
with others to serve my home,
school, church, neighborhood,
and my country so as to make
them all better, nobler, and more
serviceable in every way for all
the people connected with them.

SCHOOLS AND HOME GARDENING IN
CHATTANOOGA.

In Chattanooga during 1918 parents were urged to work with their children and to be subject to directions from the garden teachers. That this plan was successful is indicated by the following figures from Miss Gertrude Wright, garden director:

Value of vegetables raised... \$62,171.25
 Ground under cultivation... acres... 250
 Number of gardeners... 5,000

In consideration of the weather conditions during the summer, which opposed the best results in gardening, these figures are creditable.

Three campaigns were held during the year to promote greater food production. In the spring campaign the need of increased food production was set forth and spring gardeners were listed. The summer campaign was for the purpose of showing the necessity for intensive summer cultivation. In the fall campaign the possibilities of fall and winter gardens were presented.

At an exhibit of food products in June, and also at the Chattanooga district fair, the school children made displays of vegetables, fresh, canned, and dried, also seeds and poultry; and numerous prizes were won by them for the excellent quality of their exhibits.

Through the interest taken by the chamber of commerce and the Elks' Club it was possible to furnish seed, fertilizer, land and even the plowing to many who were willing to enroll as food producers, but who were unable to provide themselves with the necessary materials.

A most satisfactory feature of the garden work during the year, and one which has made gardening a regular part of the classroom work, is the completion of a course of study for the fifth, sixth, and seventh grades. This is printed in the "Course of Study for Chattanooga Schools." The third and fourth grades are among those, also, who are receiving regular classroom instruction in gardening.

TRAINING THE GENERAL COMMUNITY
LEADER.

At Cornell University we have made a special study of the needs of the rural boys and girls, and of the rural communities. A division of physical education in the rural education department of the summer session of the College of Agriculture has been organized for the purpose of training teachers of physical education as general community leaders for the rural districts. Besides the general training

courses for physical directorships, special emphasis is made on personal hygiene and school hygiene and school inspection, physical diagnosis, first aid, and home nursing, with opportunities for hospital practice for the training in the duties of the rural school nurse; games, athletics, and folk dancing, with special reference to organized, directed rural recreation; psychology and child study, rural leadership and administration, and rural sociology, and the practical organization and conduct of a department of entertainments, demonstrations, festivals, and pageants. We feel that teachers with faculty for the work, with enthusiastic interest and such a training, will solve the health problem in the rural districts of New York State.—*Laurence Hill, Director of Physical Education, Albany, N. Y.*

ALABAMA SCHOOL SURVEY UNDER
WAY.

(Continued from page 1.)

said commission or assistants shall have power to require the production of papers and records and are hereby empowered to administer oaths. In case any person summoned by any member of such commission, or assistants, shall fail or refuse to obey such process or to testify before such commission, or assistants, the said commission or assistants may apply to any courts of record of this State to compel obedience and to give testimony and the said courts are hereby empowered to enforce obedience to such process.

4. That said commission shall, in addition to other work specified by this act, direct special attention to the feasibility and advisability of consolidating any of the existing State educational institutions or departments thereof, of eliminating any institution or institutions, and of coordinating and unifying the work of any or all institutions under one board of management and control.

5. That there is hereby appropriated out of any money in the treasury not otherwise appropriated the sum of \$10,000 or so much thereof as may be necessary for the purpose of defraying the cost of the study herein proposed, including the personal and traveling expenses of the members of said commission in connection therewith, the salaries and expenses of the necessary help and of such other clerical expenses as in the opinion of said commission are necessary for a thorough study of school conditions in Alabama. The said fund shall be paid upon warrant of the State auditor issued upon vouchers duly approved by the State superintendent of education, provided that in no case shall the total expense of such study exceed the sum of \$10,000.

EDUCATIONAL LEGISLATION

LAWS COMING THROUGH.

It should be noted that the State legislatures are beginning to report educational bills now enacted into law. All proposed Federal legislation on education, other than that carried in the legislative appropriation bill, failed of enactment, partly because of the legislative jam. State educational legislation, pending and passed, is summarized in Legislative Circulars Nos. 7 and 8, given below.

IOWA.

Bills pending:

H. F. 3 (Neff): Amending section 2794 A, Supplemental Supplement to the Code. Provides manner of annexing families to consolidated districts.

H. F. 6 (Dean): Requiring the use of the English language as the medium of instruction in all schools.

H. F. 10 (Weaver): Providing for part-time vocational schools and classes for children holding work permits under the child labor law, and requiring attendance thereon.

H. F. 11 (Weaver): Further regulating the employment of minors.

H. F. 12 (Weaver): Amending chapter 290, Acts of 1917, relating to vocational education. State, rather than local community, to provide funds to meet conditions of "Smith-Hughes Act".

H. F. 83 (Parsons): Regulating the transportation of pupils in consolidated districts.

H. F. 85 (Powers): Requiring instruction in citizenship and patriotism in the public and private schools.

H. F. 92 (Vander Ploeg): Abolishing the State hospital for inebriates at Knoxville and establishing at such place a State normal school.

H. F. 103 (Gunderson): Raising from \$50 to \$60 per person of school age the amount of tax that may be levied in consolidated independent districts.

H. F. 111 (Wormley): Increasing amount of tuition fees of nonresident high-school pupils.

H. F. 162 (Neff): Raising from \$525 to \$650 the amount that school corporations may raise for each school.

H. F. 206 (Le Valley): Increasing from \$125,000 to \$150,000 the annual appropriation for teacher-training in high schools.

S. F. 18 (Ratcliff): Increasing minimum required school term from 24 to 36 weeks.

S. F. 58 (Byington): To exclude aliens from employment as teachers in the public schools and State institutions.

S. F. 105 (Kingland): Providing method of changing boundary lines between school districts.

S. F. 168 (Arney): Providing for dental clinics for school children.

S. F. 169 (Parker): Similar to S. F. 105.

S. F. 175 (Stoddard): Similar to H. F. 10.

S. F. 176 (Stoddard): Similar to H. F. 12.

MICHIGAN.

Bills pending:

H. B. 121 (Chew): Making Roosevelt's birthday, October 27, a day of special observance in the public schools.

H. B. 171 (Welsh): No person to teach in State institutions for juvenile delinquents

unless approved by superintendent of public instruction.

S. B. 21 (Tufts): Accepting the benefits of the "Smith-Hughes Act" by Congress.

S. B. 49 (Condon): Prohibiting the granting of teachers' certificates to other than citizens of the United States.

S. B. 82 (Condon): Amending the compulsory education law. Fixes ages between 7 and 16 years.

S. B. 108 (Condon): Requiring all schools of elementary grade to be conducted in the English language.

S. B. 106 (Bierd): Providing for county meetings of school officers.

S. B. 107 (Davis): Providing for a State educational commission to adopt a uniform series of textbooks and course of study.

S. B. 110 (Baker): Regulating the sale, exchange, and use of textbooks within the State.

MISSOURI.

Bills pending:

H. B. 5 (Viles): Appropriating for the support of the public schools one-third of the ordinary revenue paid into the State treasury.

H. B. 120 (Cave): Requiring all instruction in public and private schools to be given in the English language, and requiring that all textbooks used in such schools be printed in the English language.

H. B. 391 (Morgan): For repairing and furnishing schoolhouse, district may vote increased taxes by majority vote. (Present law, two-thirds vote.)

H. B. 393 (Babcock): Directing State superintendent to withhold State apportionment from district levying less than 40 cents on the hundred dollars for school purposes.

H. B. 414 (Maxey): Increasing from \$2,200 to \$2,500 the salary of the State inspector of teacher-training in high schools.

H. B. 449 (Morgan): Limiting school-tax levies in districts of less than 100,000 population. Such levy not to exceed by more than 10 per cent the levy of the preceding year.

H. B. 570 (Morgan): Providing for the promotion, support, and administration of vocational education.

H. B. 637 (Whitcotton): Requiring common school districts to provide instruction in the ninth grade.

S. B. 17 (Gardner): Amending the compulsory education law generally. Age limits fixed at 8 and 16 and period of attendance must be full term.

S. B. 20 (Gardner): Requiring school boards to allow the use of schoolhouses for public meetings.

S. B. 70 (Bowker): To prohibit teaching any other language except the English language in the public schools.

S. B. 161 (Harrison): To prohibit the employment of aliens as teachers in public, private, and parochial schools.

S. B. 289 (McKnight): Fixing the manner of election, qualifications, and term of office of county superintendents of schools.

S. B. 324 (McKnight): Fixing salaries of county superintendents.

S. B. 335 (McClintic): Providing for the apportionment of school funds and distribution of State aid to schools in any year following a condition of epidemic.

S. B. 480 (McKnight): Regulating teachers' examination fees.

S. B. 495 (Kinney, by request): Creating the office of negro deputy State superintendent of schools.

NEW YORK.

Bills pending:

A. B. 15 (Fearon): Amending the education law relating to apportionment of State school moneys. Increases amount to be apportioned to each district.

A. B. 22 (Claessens): Amending the education law relating to courses in physical training. Has effect of giving regents sole direction of physical training in the schools.

A. B. 244 (Brush): Establishing State scholarships for veterans of the World War.

A. B. 317 (Walter): Similar to A. B. 244.

A. B. 416 (Pierce): Regulating the compensation of teachers attending institutes.

A. B. 522 (Whitcomb): Amending the education law relating to the dissolution, re-formation, and consolidation of common-school districts.

A. B. 532 (Tallett): Public-school teacher must be a citizen or must have made application to become such, and when eligible must become a citizen.

A. B. 592 (Dickstein): Directing the board of education of New York City to furnish free eyeglasses to public-school pupils in need of same.

A. B. 628 (McDonald): Similar to A. B. 244.

A. B. 657 (Tallett): Amending the teachers' retirement law.

A. B. 673 (Bloomfield): Authorizing the commissioner of education to apportion State aid to certain union school districts for maintenance of agriculture, mechanic arts, and home making.

A. B. 678 (Pierce): Providing that school census be made in duplicate and copies filed with teachers and district superintendents.

A. B. 783 (Long): Similar to A. B. 15.

S. B. 95 (Kaplan): Similar to A. B. 244.

S. B. 114 (Boylan): Forbidding vivisection and experiments upon living animals.

S. B. 447 (Lusk): Similar to A. B. 522.

S. B. 508 (Cotillo): Increasing the salaries of teachers in New York City.

OKLAHOMA.

Bills pending:

H. 24 (Walden): Permitting each school district to furnish textbooks free to pupils.

H. 135 (Dodson): Providing for medical inspection in schools.

H. 153 (Dodson): Providing for one week's professional institute in all counties for teachers, under supervision of county superintendent.

H. 248 (McNabb): Providing for general revision of the school system.

H. 335 (committee on education): Providing for a commission to make a school survey.

H. 418 (Robertson): Making the county superintendent's term four years.

S. 29 (Vaughan): Providing for a State textbook commission.

S. 45 (Morton): Providing that the A. and M. College prepare a textbook on Agriculture.

S. 129 (Vaughan): Providing for physical training and instruction in thrift in the public schools.

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Give us education for everybody.
Give the poor boy as much education as the rich man can buy and give it to him at the expense of the State. The failure to do this is one cause for unrest. Why should my boy, because I have a few thousand a year, go to a great university, when he may be a blockhead, and get an education which the boy of my neighbor, who has not the money, can not get?—*Senator France, of Maryland.*